



**Indiana High Ability Language Arts Units – Grade 7**  
**Power of Words**  
**Classroom Management – August 2015**

Lesson Number	Suggestions for Facilitating Grouping
1	<p>To facilitate multiple pre-assessments and avoid student disengagement, consider administering one or two tests each day prior to starting the unit. (See also the Content Differentiation document for Grade 7)</p> <p>Students who may be taking fewer pre-assessments could begin looking at the reading for an upcoming lesson. <i>Schoolyard Blues: Impact of Gossip and Bullying</i>  <a href="http://www.apa.org/research/action/blues.aspx">http://www.apa.org/research/action/blues.aspx</a>  They could work in a small group with the teacher while the rest of the class finishes pre-assessments.</p>
2	<p>Group students heterogeneously for the concept activities so that those who might struggle with the higher level thinking required will be able to piggy back off of others' ideas.</p>
3	<p>The original lesson in this unit is on using Creative Problem Solving to work on the problem of gossip and bullying. An alternative is proposed in the Content Differentiation document. If you continue with the original lesson, students will have had a first read on the article during the Pretesting in Lesson 1. That should allow them to participate with the rest of the class for Lesson 3 as written.</p>
4	<p>On Day 1 all students can work together.  On Day 2, some students may benefit from working in a small group with the teacher on characteristics of a narrative, completion of the graphic organizer, and then getting help from the teacher in prewriting and beginning the narrative.  The reminder of the class can work in a Writer's Workshop format where some are pre-writing and some are writing.</p>
5	<p>Day 1: Begin the class with everyone watching the Michael Clay Thompson video clip provided in the content differentiation document. Split into two groups with the high ability students reading the Gertrude Buck essay and those more typical learners reading the excerpt from the Huffington Post grammar article. Discussion questions have been differentiated. Teacher can move between groups,</p>

	<p>but this may not be completed in one class period.</p> <p>Day 2: Students work in small heterogeneous groups to come up with a written statement as to why we study grammar. (Teacher may work with large group first to discuss Best Sentences and perhaps review the figurative language mentioned in the handout; this may help more typical learners). Small groups will share grammar statements with class. Whole class statement can be a synthesis of statements from the smaller groups.</p>
6	<p>Whole class: Begin the lesson with a summary of Macbeth followed by viewing the video clip "Tomorrow, and Tomorrow, and Tomorrow." While the high ability students are reading the excerpt from the original, the group of more typical learners is working with the teacher to understand a printed version and discuss. The small groups can all work on the text analyzer. The typical learner group will not do Handout 7:6.1a, but will construct a three panel comic strip from the Act 5, Scene 5. That will be their homework.</p>
7	<p>Have students work in groups analyzing famous speeches in a jigsaw format. The speeches can be selected for the groups according to difficulty. Group students accordingly with the more typical learners doing Nelson Mandela, listening to the audio while also reading the text found on the website provided in the unit.</p>
8	<p>Lesson can be done as written but using the speeches suggested in the content differentiation document. Group students in accordance with their ability to analyze literature. Assign more straightforward speeches to the students needing the most support.</p>
9	<p>Day 1 - The class may start as a whole group to discuss characteristics of memoir, biography, and autobiography. Small heterogeneous groups can complete the Venn Diagram or it may be done as a whole group. It may be beneficial for students to complete the anticipation guide prior to seeing the video clips.</p> <p>Day 2 - Whole group viewing of the video clips and discussion questions to follow; students may begin the reading assignment in class as time permits, allowing the teacher the time to meet with a small group of typical learners to go over vocabulary and perhaps do a bit of guided reading to get them started on the novel.</p>
10	<p>Whole group strategy may be used to discuss the events of the novel and the discussion questions. Introduce the class to the graffiti wall activity. Divide class into groups in order to allow the teacher time to work with small groups on both the primary source newspaper article and the photographs. While it is important for students to consider both media, the more typical learners will only complete the Primary Source Analyzer on one of the documents - photograph or newspaper article. Students who are working independently during the teacher/group time may independently read from the novel, complete the analyzer, or add to the graffiti wall.</p>

11	As in lesson 10, use a combination of independent work time and small group time with the teacher in order to facilitate the activities in this lesson. It should be within reach of all students. An additional news article ran in 2014 and involves an apology by the Chinese Red Guards: " <a href="#">Chinese Red Guards Apologize, Reopening a Dark Chapter</a> ." The more typical learners might read that article, and then information from all readings could be shared in a full group.
12	The teacher may want to add previous chapters to the skit options so that each group has fewer students (ideally, 3-4 per group so that everyone has a role).
13	Small groups will add to the graffiti wall, and those same groups may be used to analyze the poster(s). Consider having more typical learners do just one of the posters, perhaps allowing for choice.
14	After full group instruction on the prompt and the persuasive writing model(s), students might be best served in a writer's workshop format where each student is allowed his own time to write, revise, edit, meet 1:1 with the teacher, and give/receive peer feedback.
15	<p>If additional time is needed for the essays from Lesson 14, the teacher may wish to complete a whole group discussion of the propaganda poster as it relates to the novel, thereby allowing additional time for the persuasive writing assignment from the previous lesson.</p> <p>Students who are farther along in the persuasive essay process may work on the graffiti wall or read the Epilogue from the novel, as assigned for homework.</p>
16	The teacher may do a large group or small instructional group lesson on ethos, pathos, and logos prior to students individually writing their responses to the prompt in this lesson.
17	This lesson will be a whole group activity, as written.
18	This lesson will be an individual activity, as written.
19	<p>Poem examples are provided in the differentiation document so that this lesson can be completed as a jigsaw activity with each group of students analyzing one of the poems. There are several examples of each of the five type suggested in the lesson, so the teacher may choose smaller numbers of students per group to allow for greater engagement.</p> <p>Additional class time may still be necessary for students to have time to share the characteristics of each of the poetry genres.</p>
20	Small groups will likely work for this lesson, but the teacher may need to meet with more typical students in order to guide the discussion.
21	As suggested in the differentiation document, more typical learners might be better served by researching the Pablo Neruda poems, which may be a bit easier to unpack using the handout 7:21.1. The teacher might want to strategically group students and may consider meeting

	with small groups who struggle with poetry analysis.
22	Lesson may be completed as written
23	For the PBL lesson, the teacher may wish to heterogeneously group the students in order to facilitate engagement and discussion.
24-26 and 28	<p>Literature circle format is used in these lessons. Students may be placed by the stories that they choose or the teacher may assign groups and stories, depending upon the makeup of the class. Alternately, a drawing can be held to determine grouping. Stories are numbered, and each student draws a number.</p> <p>Part of the lesson discusses classroom management techniques that facilitate literature circles. The students' input should be considered in that case.</p>
27	Lesson may be completed as written
29	Double circles, as described in the lesson, will allow all students an opportunity to speak, essential in a Socratic Seminar discussion.
30-32	<p>This alternative grouping strategy for the multi-media presentations might be used:</p> <p>Students who have similar topic choices may be grouped together, allowing for a collaborative mix of information. This strategy will avoid repetition during the presentations, thereby heightening audience interest and engagement.</p>
33	An alternative to working individually on the matrix might be to allow students to work in pairs or trios to complete the matrix. The discussions among students may allow for greater understanding and connections to the concept.
34	Students who may be taking fewer post-assessments could complete any remaining work from the matrix or may create a "Most Powerful Words" chart, using words, phrases, or sentences from the unit that have had the greatest impact on them. <a href="#">Wordle and similar sites</a> may be used to create online word clouds.